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# **MONTANA CSPD 20-YEAR HISTORY (1993 – 2014)**

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“THE SINGLE MOST  
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TIME WITH INSPIRATIONAL  
TEACHERS IS THE MOST  
IMPORTANT THING.”

-MICHAEL GOVE

# Montana Office of Public Instruction

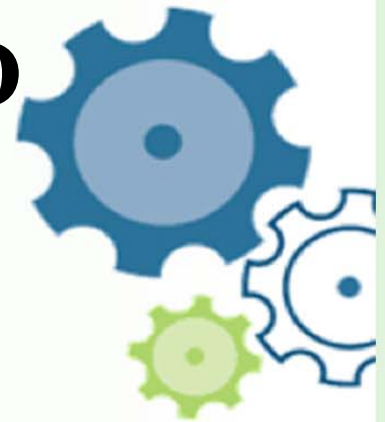
## Special Education Office



### *Montana Comprehensive System of Personnel Development (CSPD)*

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## **The History of CSPD in Montana 1993 to 2015**



**THE VISION TO SEE THE WAY FORWARD**

## Prologue

When I first arrived in Montana in 1980, seeking a position as a special education teacher, I was filled with such excitement! Here I was, in this place that filled my senses in ways I had never before experienced in my young life. I was energized to continue my fledgling career in a place that had immediately captured my soul when I first crossed the border one summer day into Big Sky Country.

Like most that came to Montana from elsewhere, I was captivated by her grandeur. The vast expanse of eastern Montana gave way to mountain ranges that I now see in my mind's eye as clearly as the back of my hand. The sheer scale of this landscape was unlike anything I had ever seen before. Inspiration was everywhere.

I had begun my teaching career in special education in the inner city, and by the time I was starting my third year of teaching I was working in schools in Montana that had as many students as there were kids in my neighborhood growing up. I was immediately struck by the “family” I gained in these places, where every teacher knew every student, and vice-versa. I was a world away from where I grew up, but it also seemed like home.

My career evolved, and I purposefully moved down the trail of special education administration. My graduate program was completed in the place of my birth, but, soon afterward, my family and I found our way back to the big sky. This trail proved to be one with many challenges, often unable to be seen from the approach, but brought with it enough rewards to fill a heart. I spent many days traveling to small, rural schools, always observant along the way for the golden eagle or the bounding white tail, and upon arrival would quickly welcome an eager young reader to my lap to impress me with their latest conquests. What teaching had taught me, my work as a special education administrator in Montana reinforced. Just as one should not venture into the backcountry alone, I learned the value of collaboration, and soon came to understand that there were no challenges too great, provided they were shared.

I became a part of the CSPD “movement” as it regionalized in Montana, generating new relationships in my own “neck of the woods” while having the opportunity to network with professionals from across Montana that shared a common purpose, improving the outcomes for students with disabilities through professional development. If anything, my first few years of teaching taught me that I had a great deal to learn. Oddly enough, that feeling has never escaped me. I owe a great deal to Montana CSPD for what the relationships there taught me, inspired in me. I hope that, in some small way, my effort here at capturing the history of Montana CSPD allows me to “pay it forward” somewhat. I refer to Montana CSPD as a “movement” because a movement is always bigger than any individual. While many individuals have made significant, wonderful contributions to the accomplishments of CSPD over the years, what we did, and what CSPD continues to do, remains all about the kids.

***William Johnson, Montana State CSPD Chair, 1997–99***

# THE HISTORY OF MONTANA’S CSPD

## The Origins of CSPD Nationally

When the original Education of the Handicapped Act (EHA) was passed into law back in 1975, it contained a provision requiring States to have Comprehensive Systems of Personnel Development (CSPD). In crafting this landmark legislation, the authors recognized that in order for students with disabilities to receive what was being guaranteed by law—namely a “free and appropriate public education”(FAPE)—there must be language that ensured all education personnel who work with students with disabilities would have access to quality professional development. Thus, CSPD was born to ensure that all education personnel and other stakeholders would be adequately prepared and receive the necessary information, in-service, and training to make the provision of FAPE a reality for every child with a disability.

Over the years, a number of reauthorizations (nine, to be exact) of the law occurred, and in 1990 it was renamed the Individuals with Disabilities Education Act (IDEA). While the name may have changed, the provision requiring States to provide a comprehensive system of personnel development remained intact. CSPD has been a key mechanism for states, becoming the vehicle to build the necessary capacity to meet the needs of students with disabilities. Over time, we have seen wonderful innovations in research and evidence-based practices, focused on improving outcomes for students with disabilities, as well as changes in the regulations that guide us in implementing the law. Professional development has been the key to allow states and districts to build the necessary capacity for disseminating these developments, and for special education to continue to evolve and improve services for children and youth with disabilities.

When IDEA was reauthorized in 1997, the language “comprehensive system” was dropped from the law, leaving “professional development.” However, by this time, visionary leaders in Montana had created and implemented a true “comprehensive system of personnel development.” Montana became one of the few states to retain the language, emphasizing the belief in the value of Montana’s “comprehensive system” that was born in the early 90s, and had gained national recognition as a model for other states’ efforts to build capacity through professional development.

## The Birth of Montana CSPD

*Leadership and learning are indispensable to each other.* — John F. Kennedy

*The visionary starts with a clean sheet of paper and reimagines the world.* — Malcolm Gladwell

Without leadership, where would we be? Isn’t it always necessary for someone to take the reins to get the wagon to its destination? Every bus needs a driver, and Montana was fortunate to have some excellent drivers who began the road to where CSPD is today!



In 1990, Bob Runkel, then director of special education for the Montana Office of Public Instruction (OPI), posed a question to a member of his staff, Susan Bailey-Anderson. Bob asked Susan if she would be willing to lead Montana's effort to build a CSPD. It is easy for me to imagine Susan responding enthusiastically, "Yes, I would love to!" followed by, "So tell me Bob, what is CSPD?" While I can't claim that is an accurate version of the conversation, the important thing is that one visionary leader shared his vision with another visionary leader of what was necessary to move Montana forward in providing the best possible services for students with disabilities in every town and one-room schoolhouse across the state.

Over the years, Susan has always demonstrated her willingness to take on a new challenge, provided it was for the right cause. Creating a CSPD would potentially benefit all students and educators across the state. She embraced the cause, and moved forward in the manner that many who have worked with her over the years recognize as a core value of hers: she began enlisting key collaborators.

Over the next couple of years, Susan learned about CSPD, most notably through her attendance at national CSPD events, where she became acquainted with Karl Murray, then director of the National Institute for CSPD Collaboration. Their meeting has been described as "like at first sight," and Karl would become a mentor to Susan, as well as a central influence on what would become CSPD in Montana. Mike Jacupcak, a professor of special education at the University of Montana, would serve as the first state council chair and, together with Susan, would help to lead Montana CSPD toward its present form.

Sometime in the spring of 1993, Bob Runkel and John Copenhaver—then director of the Mountain Plains Regional Resource Center and a former special education teacher and administrator in Kalispell, Montana—met at Susan's house in Helena to discuss an idea. Over the years, John has been an indispensable resource to Montana CSPD. Their discussion revolved around the concept of the "regionalization" of CSPD. A State CSPD team had been established, but the collective vision of this group was to find a way to bring a CSPD to all corners of Montana. Together they envisioned a "regional CSPD" concept that would divide Montana into 5 regions, each with its own CSPD council, empowered by funding from the OPI to create and pursue a more "grassroots" training agenda. Each regional council would have a chair that would participate on the State CSPD Council and keep the regions connected and interacting with the State Council. The regionalization concept sought to bring necessary professional development to specific regions, based on what professionals in those regions identified as their most pressing needs to improve services for students with disabilities. It would encourage regions to collaborate on specific needs, and it all seemed to make perfect sense—it was empowering to the regions and the movement was soon to gain momentum.

In addition, 1993 saw the Montana legislature getting behind the concept of CSPD by adding it to administrative rule in the State. CSPD, while gaining traction as a movement with a plan to reach all corners of a state as vast as Montana, was now the law. Those legislators made a statement regarding the value of professional development for improving educational outcomes for students with disabilities in Montana, contributing to the unique system that Montana CSPD would become.

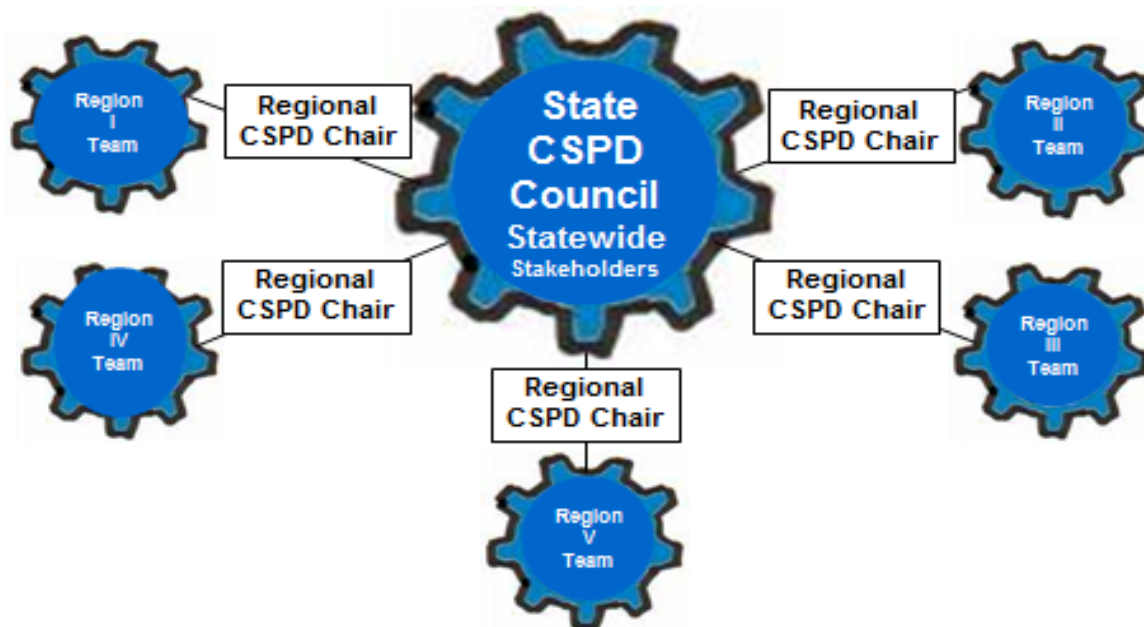
## The Regionalization of CSPD

In the fall of 1993, teams from across the newly established CSPD regions of Montana converged in Helena to begin the process of operationalizing the concept that was still in its infancy. Those days in Helena would form the foundation of Montana CSPD, creating the identities of the regional councils and empowering them with an understanding of their mission, while leaving indelible impressions on the participants of the “relationship building experiences” that have long been a staple of Montana CSPD.

Susan, who has always recognized that getting the right people on the bus in the right seats at the right time is the first phase of launching a movement, assembled a team who would attend a national CSPD strategic planning event in Reston, Virginia (outside of Washington, D.C.) that would mark the beginning of the development of a strategic plan for Montana. Karl Murray would lead the formation of this group and the strategic planning process over the course of two and a half days in December, 1993. The key players at this time included Susan Bailey-Anderson, Bob Runkel, Mike Jacupcak, Kathleen Nerison, Kelly Evans, and John Copenhaver. This team emerged from the strategic planning process with Karl equipped to lead Montana CSPD into the future.

Regionalization established 5 CSPD regions across the state, each with its own Regional Council, led by a regional chair. The following diagram depicts the relationship of the State Council to the Regional Councils, who were connected to local LEAs through representation at the regional level.

### Relationship of Statewide CSPD Councils, Regional CSPD and LEAs



In 1993, Montana developed a State Improvement Grant (SIG), which included the concept of the regional CSPD councils as a professional development strategy. The grant was funded, and the regional councils received their first allocations for use in pursuing their local professional development agendas, a total of \$5,000. Regionalization would prove to have a multiplying effect on personnel development across the state, as regions collaborated in their use of funds to address shared needs. In addition, these collaborations expanded partnerships across Montana.

In the years that followed, the SIG gave way to the State Personnel Development Grants (SPDG) and Regional Councils saw their funding levels increase from \$5,000 to the current level (2013) of \$100,000. The Regional Councils have become the vehicle for the implementation of Montana's professional development initiatives, and have been very effective in this regard. The relationship of the Regional Councils to the State Council to the State improvement planning process has become a key element in what is truly a "comprehensive" system in Montana. Consider this quote from Karl Murray, Montana CSPD's longtime friend, mentor, and guru:

"During my career, I have had the opportunity to work with most states in the area of CSPD. Most states do not have a "system" of professional development. The SIG affords states the opportunity to take CSPD one step further and create/implement a true system of professional development. In order to accomplish this task, I believe it is imperative that you have one system, not two (i.e., a CSPD committee working separately from the SIG efforts)."

Karl saw the development of such a system in Montana, resulting from visionary leadership and a supportive OPI.

Regional Council chairs have become regular participants at State CSPD Council meetings, and over the years have been key stakeholders in informing the State Council of the professional development needs across Montana. Each region has expanded their operation to include a regional coordinator, who manages the growing activities of Montana CSPD. The influence of regionalization on the development of numerous professional development initiatives in Montana cannot be underestimated.

## **Montana's State CSPD Council**

*Coming together is a beginning; keeping together is progress; working together is success. – Henry Ford*

From the very beginning, the Montana CSPD State Council has sought to bring together key stakeholders from across Montana who represent all constituencies in the education of children and youth with disabilities. These stakeholder constituencies include, but are not limited to:

- American Indian Educators
- Certification Standards and Practices and Advisory Council
- Early Intervention/Part C
- Educational Service Providers
- Families/Parents
- General Education

- Institutions of Higher Education
- Mental Health
- Montana Rural Education
- Center for Technical Assistance for Excellence in Special Education (TAESE)
- Paraeducators
- Professional/Advocacy Organizations
- Related Services Personnel
- School Improvement Division
- Special Education
- State Advisory Panel on Special Education
- State Agencies
- Title I
- Vocational Rehabilitation

As a regular function of its annual strategic planning review process, the Montana State CSPD Council is always examining who is at the table, in order to ensure that the key constituencies in the education of children and youth with disabilities are at the table and have a voice in the conversation. This event is an integral part of Montana CSPD's culture, and has occurred in a variety of venues across Montana, from the rural bed and breakfast in the Helena valley, to the Sacajawea Inn in Three Forks, or even Buck's T4 Motel in Big Sky. As always, an important element in the strategic planning review is the opportunity to build relationships and understanding between members of stakeholder groups, who previously may not have had such a forum. The council members were always bound by a common vision and goal, and that was the secret to their productivity. As a result of the annual review, CSPD has remained fluid and flexible in a changing educational environment.

## **The Critical Components of Montana's CSPD**

*Alone we can do little, together we can do so much. — Helen Keller*

The “cogs,” or critical components of Montana's CSPD, have become symbolic over the years, with each moving part impacting another; all are equally important to the smooth and well-tuned operation that is characteristic of this CSPD. The cogs have represented Montana CSPD since the early days of regionalization, and have been an enduring symbol over the years. Many who know of Montana CSPD are reminded of it whenever they see the graphic, which has come to be synonymous with Montana CSPD.

The cogs, while representative of the critical components of Montana CSPD, also embody the values of the system. Each component plays a role in the mission to improve services and outcomes for children and youth with disabilities. Over the years, Montana CSPD has built its capacity in the critical components of the cogs, and has demonstrated a unique ability to move its machinery to address challenges that have appeared on the vast educational landscape of Montana.

Following the CSPD Critical Components graphic are brief descriptions of each, adapted from the Montana CSPD website, located at [http://www.opi.mt.gov/Programs/CSPD/#gpm1\\_1](http://www.opi.mt.gov/Programs/CSPD/#gpm1_1).



**Preservice** — This includes the preparation of staff at all levels of the system to meet the needs of students with disabilities. This responsibility falls on institutions of higher education, preparing individuals with the skills necessary for employment. CSPD maintains ongoing collaboration with institutions of higher education (e.g., the Montana Higher Education Consortium) to help strengthen their efforts to produce quality staff, and is active in certification issues, seeking to ensure collaboration between institutions.



**Needs Assessment** — On an annual basis, CSPD reviews available statewide and regional needs assessments and the state performance plan to identify training needs. It includes the evaluation of activities and projects in order to ensure that collaboration is occurring. The State Performance Plan (SPP) process, Annual Performance Report (APR), and—most recently—the State Systemic Improvement Plan (SSIP) becomes the catalyst for determining in-service training and technical assistance priorities.



**Inservice** — State and Regional CSPD Councils work with LEAs to provide the needed training for staff and parents in order to improve skills in meeting the needs of students with

disabilities. Driven by needs assessment and IEP process requirements, inservice is constantly evolving to meet current demands in special education.



**Technical Assistance** — CSPD develops trainers and technical assistance providers who are available statewide to address issues of interest in special education, ranging from transition, IEP development, and the inclusion of students with disabilities in the general education environment. CSPD recognizes that technical assistance needs are always changing and may have regional considerations.



**Collaboration** — This is the glue that holds the system together. CSPD values the sharing of information and resources, the setting of common goals, and the belief in what can be done when parties work together. A core value of CSPD, collaboration seeks to bring all members of the educational community together for a common cause: improving services for students with disabilities.



**Dissemination** — CSPD is involved in the dissemination of research-based practices that improve academic and behavioral outcomes for students with disabilities. CSPD shares such practices statewide, and provides the opportunity for individuals and organizations to share important findings at council meetings.



**Evaluation** — This assures that all CSPD activities will be evaluated for their outcome and impact on programs that serve students with disabilities. Each section of the Montana CSPD strategic plan will include an evaluation component, and the results of these evaluations will become part of the decision making process.



**Recruitment/Retention** — In recognition of the frequent shortage of qualified special education personnel that exists in the field, most notably in rural areas, CSPD advocates for planning and collaboration at the state, regional, and district level in order to ensure the availability of qualified staff to meet the needs of students with disabilities, in addition to promoting strategies to retain such staff.

Since regionalization took place, the State CSPD Council has nominated a new chairperson every two years. Many of these folks rose from the ranks of Regional Councils, bringing leadership for local needs to the conversation at the state level. All shared at least one thing in common: a passion for the CSPD movement and improving outcomes for students with disabilities across Montana. They remain connected to something that was always larger than any individual, and recognize that the relationships they built through their involvement with CSPD were central to their collective ability to get things done. The feeling grew that, no matter the challenge in schools across the state, CSPD could handle it. And, of course, Susan Bailey-



Anderson was always at the center, confidently ensuring that CSPD could be the vehicle to bring about the needed change. The State Council was empowered to address statewide issues through its regional outreach, and the regions were eager to see that the many initiatives reached those who needed the skill development.



## State Council Chairpersons (1993—2014)

The following are key CSPD leaders that have led the way since 1993:

- Mike Jakupcak
- Linda Roundy
- Kelly Evans
- Sue Forest
- Bill Johnson
- Marsha Sampson
- Kathleen Nerison
- Susan Johnson
- Bill Woodford
- Paula Schultz
- Nancy Marks
- Karen Pickart

## Notable Accomplishments of Montana CSPD Since 1993

*A life is not important except in the impact that it has on others. – Jackie Robinson*

*Education is the key to success in life, and teachers make a lasting impact in the lives of their students. – Solomon Ortiz*

It is truly remarkable to consider the accomplishments of Montana CSPD over the years. The impacts of these many projects, programs, and initiatives have touched numerous professionals across Montana, who have multiplied that impact many times over in services to students with disabilities. As you read over these projects and collaborations, consider their impact across the state for students with disabilities.

CSPD Projects...Past and Present	
CSPD State Council (Strategic Plan)	Regional CSPD Councils
State Performance Plan (SPP) Indicators	CSPD Report
Special Education Endorsement Project	School Psychology Trainings
Speech Trainings	Parent Support
Teaching Inclusive Education (TIE)	We Teach All
Project STRIDE	Responsive Education for All Learners

Services for Children with Deafness and Blindness	Assistive Technology Task Force
Acronym Booklet	Early Childhood Partnership for Professional Development (ECPD)
Resource Directory	Montana Behavioral Initiative (MBI)
Montana Higher Education Consortium	Task12 Interpreter Assessment and Training
Paraprofessional Consortium	Paraprofessional Resource Guide
Transitions Outcomes Project	Transition Conference
Montana Youth Leadership Forum	Response to Intervention (RtI)
Co-Teaching	Special Education Director Mentoring

In addition, CSPD maintains a number of important collaborations and partnerships, which have long influenced professional development and services to students with disabilities across the State and region.

<b>CSPD Collaborations and Partnerships</b>	
Montana Conference on Educational Leadership	Montana CEC Conference
Rural Institute on Disabilities – U of Montana	Higher Education Consortium – Teacher Training
All Teacher Training	Montana Behavioral Initiative (MBI)
Educator’s Convention (MEA/MFT)	Parent’s Let’s Unite for Kids (PLUK)
Mentoring	Early Assistance with Dispute Resolution
MBI and RtI Consultants, Monitoring	OSEP–CEEDAR Center and the HEC
Montana Partnership for Professional Learning Network (MPPLN)	Montana Autism Education Project (MAEP)
Montana Digital Professional Learning Network (MDPLN)	Center for Technical Assistance for Excellence in Special Education (TAESE)

This list of topics, trainings, and collaborations ripples out even more if one were to consider the many regional workshops that have occurred throughout the five CSPD regions of Montana. CSPD in Montana has truly been a vehicle for systems change over time, and it is rare to maintain an effective system that endures in the face of pressures from varied perspectives, such as fiscal, political, laws and regulations, and leadership changes, to name a few.

Harvey Rude, chair of the Department of Special Education at the University of Northern Colorado and longtime friend and mentor to Montana CSPD from its beginnings in regionalization, noted that Montana CSPD has been “a model system of relationships and shared work.” In his comments during the recent 20 Years of CSPD Celebration in Helena in October 2013, Harvey spoke of Montana CSPD as demonstrating “transformative leadership in special education.”

Harvey discussed leadership in the context of relationships, citing CSPD as a perfect example of such leadership. CSPD is a community of practice where people share a passion for

something, in this case improving services for children and youth with disabilities. They get together to work on ways to do it better, and he felt this was the essence of CSPD.

Harvey cited Montana CSPD as a model, stating he has always considered Montana to be an exemplary state. Many groups strive to create what exists in Montana CSPD, but few are able to accomplish that feat. Montana CSPD has received national recognition numerous times, and has been invited to present at national CSPD conferences, sharing what is unique to Montana CSPD.

Harvey reviewed the foundations of leadership, noting such things as integrity, authenticity, and being about something bigger than one's self. CSPD has sustainability because it demonstrates so many of these foundational values.

Harvey spoke of implementation science, and how to use what we know. CSPD has always demonstrated these important attributes, including courage, a systems-wide approach, a vision, and decisions that are driven by data.

Why is Montana such an example? Harvey shared that he believes Montana CSPD is accountable, from the bottom up and the top down. Montana is empowering, highly organized, and demonstrates ambition and humility in valuing the success of others. Montana CSPD is engaged in effective relationships, but has the ability to detach, step back, and analyze.

## **Montana CSPD: Positioned for the Future**

While this CSPD overview has sought to document the rich history of Montana CSPD—its evolution, accomplishments, and structure—it is inevitable for any historian to turn an eye toward the future. The future is where new history is made.

Over the course of the last 20 years of CSPD, the organization has demonstrated that it has the capacity—through the strategic planning process—to identify issues in the education of students with disabilities and mobilize the resources to address those issues. The evidence lies in the diverse list of projects and partnerships that have become part of the CSPD tapestry.

As the federal focus shifts from compliance with special education regulations to demonstrating improvement in the results of students with disabilities, Montana, by virtue of Montana CSPD, is well positioned to address these challenges. CSPD in Montana has always joined together critical stakeholders from across the state; in fact, that is what has made the organization so strong. CSPD will continue to partner with the SSIP process, and will address the newest acronym in the vernacular of special education—RDA: Results Driven Accountability. Consider the following:

## **CSPD: Key Variables for Future Success**

- Strong leadership

- Board stakeholder involvement
- Date-driven decisions
- Ongoing strategic planning process
- Partnership between Part C and Part B
- SEA/LA/LEA/regional focus
- Address critical personnel development areas
- Involved with SPP Indicators and SPDG process
- Fluid and flexible
- “Keeping the main thing the main thing” –children with disabilities

Montana CSPD embodies these key variables, and, because it does, it is uniquely positioned to address future challenges in improving outcomes for Montana’s children and youth with disabilities.

*Vision is like a lighthouse that illuminates rather than limits, gives direction rather than destination. – James Mapes*

Think of Montana CSPD as that vision, that lighthouse, and Montana will see her way into the future.

## **Special Thanks!!!**

Special thanks to the visionary leadership of Montana’s state directors of special education during the CSPD era. Without their steadfast support of CSPD, the movement would not be where it is today!

**Gail Gray (1980s), Bob Runkel (1990s-2000), Tim Harris (2008-2011), and the current director, Frank Podobnik.**

Finally, one very special thanks to the “Queen of CSPD,” Susan Bailey-Anderson, for her vision and passion for CSPD and all things in support of improving services for students with disabilities in Montana, and for her many contributions throughout the history of Montana CSPD.

## **Epilogue: The 20<sup>th</sup> Anniversary of Montana CSPD**

On October 25, 2013, a 20<sup>th</sup> anniversary celebration of Montana CSPD was held in Helena, Montana, right where it all began. For many of us in attendance, who were a part of the first regionalization trainings in 1993 and were active in CSPD over many years, it was truly a “stroll down memory lane,” and an opportunity to reconnect with colleagues who were united in the spirit of CSPD by one common bond: improving the services and outcomes for students with disabilities across Montana through quality professional development.

It was an emotional day for those in attendance, listening to remarks from current State Director of Special Education Frank Podobnik, as well as past director Bob Runkel, one of the

original “visionaries” of Montana CSPD, who noted that “CSPD is the heart and soul of special education.” John Copenhaver, director of the Center for Technical Assistance for Excellence in Special Education (TAESE) at Utah State University, provided a comprehensive overview of “From Whence We’ve Come,” documenting the evolution of CSPD nationally as well as locally in Montana.

Nancy Marks, the current Region V CSPD coordinator and a former state chair, led the group that included almost all of the past state CSPD chairs through a timeline activity, recalling past events and accomplishments. She also organized those individuals in chronological order around the room, asking them to comment on their accomplishments during their years as chair.

Following lunch, the group was honored to listen to remarks made by Montana Superintendent of Public Instruction Denise Juneau, who praised the work of CSPD over the past 20 years and reflected on the many impacts it has had on educators, children, and youth with disabilities across the state.

Susan Bailey-Anderson introduced two long-time friends of CSPD, Karl Murray, former director of the National Institute for CSPD Collaboration, and Harvey Rude, chair of the Special Education Department at the University of Northern Colorado, who shared their reflections on Montana CSPD. Each were pivotal mentors to Susan and the development of Montana CSPD, and spoke of it as a “model system.” Karl commented that most states have not been able to achieve what Montana has, due to the fact that they are not willing to be comprehensive and work together. Montana has achieved this elusive standard, in large part, because of Susan’s steadfast and passionate leadership and the support of the OPI, most notably the state directors of special education, over the past 20 years.

Dr. Harvey Rude commented that Montana CSPD has always been exemplified by leadership in the context of relationships. CSPD is truly a community of practice, where people share a passion for improving services for children and youth with disabilities, then come together and find ways to do it better. He felt this was the “essence of Montana CSPD.”

All in attendance were appreciative of the support and guidance these two distinguished guests have provided to Montana CSPD from its beginning.

Denielle Miller, current Region IV CSPD coordinator and longtime participant in CSPD activities, shared a brief slideshow that made everyone laugh and smile, a common sight at all CSPD activities over the years. With music, events, and even football scores (with a slight bias toward Montana State University), all participants reviewed the events of the past 20 years and the significant accomplishments of Montana CSPD.

The day closed with a look toward the future, provided by Frank Podobnik and John Copenhaver. Each shared perspectives on the challenges that lie ahead for Montana, namely the SSIP and RDA, but expressed confidence that Montana CSPD is uniquely positioned and capable of moving the state forward over the next 20 years.

Susan Bailey-Anderson thanked the group for their many contributions to Montana CSPD and to services for children and youth with disabilities across the state. What began as an idea 20 years ago has certainly gained momentum over time. Powered by relationships and shared passions, those in attendance were warmed by the renewing of old acquaintances, the realization of accomplishments, and the sense that each was a part of something bigger than any one person. Such is Montana, and such is Montana CSPD, poised with the vision to see the way forward.



# MONTANA OFFICE OF PUBLIC INSTRUCTION COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

## **20TH YEAR ANNIVERSARY MEETING (1993-2013) FALL MEETING SUMMARY, OCTOBER 25, 2013**

### AGENDA ITEMS

#### **Welcome**

Frank Podobnik, State Director of Special Education, welcomed the group to Helena for today's meeting in recognition of 20 years of CSPD regionalization in Montana. Frank welcomed Bob Runkel, former State Director of Special Education, who served in that role for most of the past 20 years of CSPD history, and invited him to say a few words. Bob noted that what truly distinguished CSPD in Montana over these years was how well everyone worked well together. The spirit of collaboration in the organization is what enabled it to be so effective. He went on to state: "CSPD is the heart and soul of special education." Bob thanked the group for its many contributions and accomplishments over the years before leaving to attend another meeting.

#### **Introductions**

Susan Bailey-Anderson, OPI Coordinator for CSPD, welcomed the group to Helena and introduced John Copenhaver, a longtime contributor to Montana CSPD. John Copenhaver, Director of the Center for Technical Assistance for Excellence in Special Education (TAESE) at Utah State University, welcomed the group and asked each member to reflect on what CSPD has meant to them. Upon completion of the reflection, group members organized themselves along a timeline posted on the wall according to when they began with CSPD. Each participant provided an introduction and shared their reflections of what CSPD has meant to them, as well as the one word that captured their reflections of their involvement with the organization.

#### **History from Whence We've Come**

John Copenhaver reviewed the materials contained in the participants' packets, and delivered a presentation on the History of Montana CSPD, reflecting on the past 20 years of CSPD in Montana from both the state and federal perspectives. He noted that CSPD originated in special education law in 1975, and that it has been a mechanism that has helped drive the evolution of the law to the current Individuals with Disabilities Education Act (IDEA). John noted that, over the years, CSPD has been a vehicle for building capacity in special education through professional development, and has greatly contributed to the progress and improvement in services for children with disabilities at all levels. The importance of this comprehensive system was strengthened when, in 1993, an administrative rule was added by the Montana Legislature addressing CSPD and its regional format. The "regionalization of CSPD" was making the comprehensive system a reality. When the term "CSPD" was dropped from the law in 1997 in favor of "professional development," Montana was one of a few states that chose to retain the term "CSPD," with its strong belief in the importance of a "comprehensive system."

The regionalization concept took shape in 1993, with the vision and passion of Susan Bailey-Anderson as its driving force. Susan organized key stakeholders, who participated in a national CSPD strategic planning event. While attending such national events, Susan became acquainted

with Karl Murray, National CSPD Director at the time. He became a mentor to her and a great influence on the growth and development of Montana CSPD. Currently, Montana CSPD enjoys national recognition as an effective system that builds capacity leading to improved results for children and youth with disabilities.

John also shared that, over the years, OPI's support of the regionalization concept grew with great gains in funding. In 1993, the SEA provided \$5,000 to each region to advance its training agenda. Currently, that figure is at \$100,000, a true testament to the ability of the regional concept to build capacities and become a viable vehicle for the dissemination of state initiatives, such as We Teach All, the Montana Behavioral Initiative (MBI), and the Paraprofessional Consortium, to name a few. In addition, the regions receive funding from the Montana State Personnel Development Grant (SPDG).

Moving on to focus on the future of CSPD over the next 20 years, John commented how CSPD is poised to carry Montana into the new era of Results Driven Accountability (RDA). The CSPD will continue to play a key role in Montana's upcoming development of a State Systemic Improvement Plan (SSIP), with its comprehensive system having demonstrated the ability to focus energies and resources on issues impacting children and youth with disabilities statewide. Leadership and vision, recognized as keys to the growth and development of CSPD, will continue to be keys to the future.

### **Timeline Activity – A Journey through the Years**

Nancy Marks, Region V CSPD Coordinator and former State Council Chair, led the group through an activity to recall and document the many accomplishments of CSPD over the years. Groups at their tables recalled events/accomplishments that were then posted to the timelines on the room's walls, as accurately in time as could be recalled. From there, each of the organization's past chairs reflected on their time as CSPD Chair, and the activities that occurred during the time they held the position, from the group's original chair to its present-day chair.

### **Lunch Speaker – Denise Juneau, Superintendent of Public Instruction, Montana OPI**

Superintendent Juneau delivered remarks to the group, praising the work that CSPD has done over the past 20 years and its many impacts on educators, children, and youth with disabilities across the state.

### **Reflection – Harvey Rude/Karl Murray**

Susan Bailey-Anderson introduced Harvey Rude, a longtime friend of Montana CSPD. Harvey is a professor of special education at the University of Northern Colorado, and has been a valuable consultant to Montana CSPD over the years.

Harvey spoke of leadership in the context of relationships, citing CSPD as a perfect example of such leadership. The CSPD is a community of practice where people share a passion for something, in this case improving services for children and youth with disabilities. They get together to work on ways to do it better—he felt this was the essence of CSPD. Harvey also cited Montana CSPD as a model—that he has always considered Montana to be a model state. Many groups strive to create what exists in Montana CSPD, but few are able to accomplish that feat.

Harvey reviewed the foundations of leadership, noting such things as integrity, authenticity, and being about something bigger than yourself. CSPD has demonstrated sustainability because it exhibits so many of these foundational values.

He also spoke of implementation science, and how to use what we know. CSPD has always demonstrated the important attributes here, including courage, a systems-wide approach, a vision, and decisions that are driven by data.

Why is Montana such an example? Harvey shared that he believes Montana CSPD is accountable from the bottom up and the top down. It is empowering, both self-organized and highly organized, and demonstrates ambition and humility in valuing the success of others. It is engaged in effective relationships, but has the ability to detach, step back, and analyze.

Susan Bailey-Anderson introduced Karl Murray, who spoke briefly to the group. Karl reflected on his perceptions of why Montana CSPD has been so effective. He shared that he has worked in perhaps every State in the country, but most States are not willing to be comprehensive and work together. Montana has been able to achieve this elusive standard, with Susan's leadership and the support of others in the SEA. He reminded the group that State departments of education are not created to do professional development—that they do regulations. Universities do preservice, and organizations such as Montana CSPD do professional development. He stressed that we need to tell others how to do it, and that the history of this organization should be captured and shared.

The group was appreciative of the contributions the two distinguished guests have made to Montana CSPD over the years.

## **20 Years in Review – A Slide Show**

Denielle Miller shared a slide show, taking us all back over the last 20 years of CSPD, looking at events in the country and world alongside the accomplishments of CSPD.

## **Role of Professional Development in the Future**

Susan Bailey-Anderson introduced John Copenhaver and Frank Podobnik as the next presenters on the agenda. She took this opportunity to express her appreciation to all who have been involved with CSPD over the years, and to John for his many contributions to special education in Montana.

John and Frank shared with the group some of their thoughts on the many challenges that lay ahead in the future, most immediately, the movement from compliance to results. CSPD will play a large role in the State Systemic Improvement Plan, as it is the vehicle in Montana for carrying an issue across the State, reaching all schools and children. They expressed confidence in Montana CSPD's ability to bring everyone together to address the challenges the next 20 years will hold.

Susan Bailey-Anderson closed the meeting and again thanked everyone involved with Montana CSPD over the past 20 years. She said it has been an exciting journey that has really just begun, and that it has been a real team effort. Additionally, the partnerships and trust developed over the years will help sustain CSPD as we move into the future.

# **A Few Montana CSPD Accomplishments 1993-2015**

- Annual CSPD Council (Strategic Planning)
- Disability Awareness Curriculum
- Regional CSPD-Funds Provided
- Assistive Technology Task Force
- Speech Traineeships
- Special Education Endorsement Program
- Paraprofessional Resource Guide
- NASDSE Satellite Series
- Sign Language Assessment and Training Interpreter Project
- Paraprofessional Consortium
- Regional CSPD Activities
- Transition Implementation Projects (TIPS)
- Montana Behavior Initiative (MBI)
- CSPD Aligned and SPP/APR Indicators
- Connected the CSPD Process with the Advisory Panel and ICC
- Montana HEC Consortium
- Annual CSPD Stakeholders Meeting
- OSEP CEEDAR Center and HEC Collaboration

# 1993-2015

## Key Montana CSPD Events

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- **1987** Susan Bailey Anderson is hired!
- **1990** Bob Runkel asked Susan to be the CSPD Coordinator.
- **1993** Bob, Susan and John meet at Susan's house to discuss CSPD regionalization
- **December 9-11, 1993** A Montana team attended a 2 ½ day strategic planning process in Washington DC to begin the development of a CSPD strategic plan for Montana (Karl Murray).
- **1993** CSPD becomes an administrative rule.
- **1993** Regional CSPD developed and implemented State Improvement Grants. Montana received 5-year grant (SIG).
- **1993-2013** The regional team chairperson attended the State CSPD council meetings to ensure a link between the State and regional groups.
- **1994-2015** The regional team chairperson attended the State CSPD council meetings to ensure a link between the State and regional groups.
- **1994-2015** Ongoing CSPD Strategic Planning
- **Each CSPD** region received funding from OPI Division of Special Education, Part B discretionary monies. The funds are used to implement the components of CSPD regional and statewide strategic plan.
- **2008-2013** Professional development activities aligned with SPP/APR.
- **2013 to Present** State Systemic Improvement Plan (SSIP) and Results Driven Accountability.
- **OSEP CEEDAR** Center and Montana HEC
- **2014-2015** Montana CSPD Stakeholders provide feedback to the Part C and Part B SSIP.



# Montana Comprehensive System of Personnel Development (CSPD)

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## Welcome!

### 20th Anniversary

John Copenhaver





# Montana CSPD Milestone Event 1993 to 2013

20 Years of Collaboration, Partnership  
and Accomplishments!

20 Years of Making a Difference  
for Infants, Toddlers, and Children with  
Disabilities!


MTD000-6-13



# Purpose

Provide a Montana and federal  
historical overview of the  
Comprehensive System of Personnel  
Development (CSPD).

**What—How—Who**



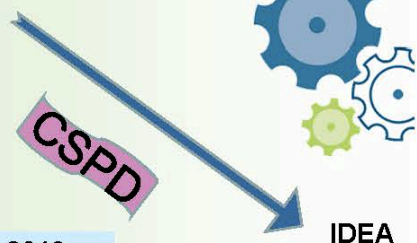

# The Federal Role in CSPD

EHA

CSPD


IDEA

1975 - 2013

# Past Reality Gail

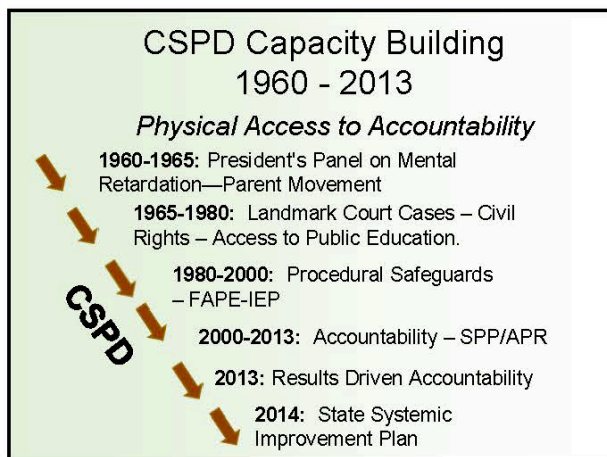
- Placed in residential or State hospital
- No educational civil rights
- No Part C services
- Denied access to public school
- Inappropriate terminology
- Very few, if any, community services available
- Separated from her family
- No professional development for teachers and other stakeholders



# Federal CSPD—From the Beginning

- Since 1975, special education law (EHA) and regulations have required States to have a Comprehensive System of Personnel Development (CSPD).
- CSPD ensures that all educational personnel and other stakeholders are adequately prepared and receive information, in-service and training.
- CSPD is the mechanism that has made it possible for EHA/IDEA to evolve.





### History of National CSPD

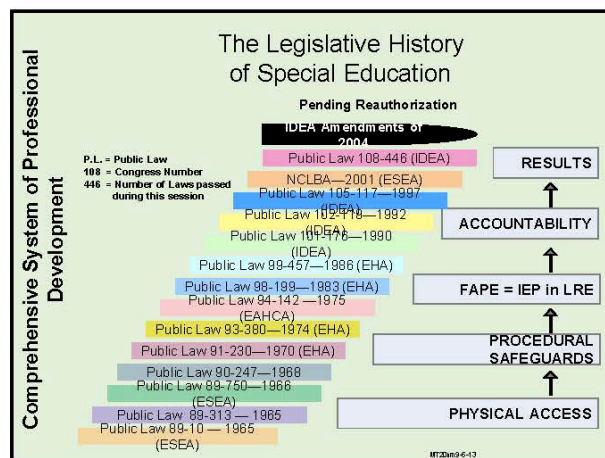
- Education of Handicapped Children's Act (EHA) 1975 (PL. 94-142)
- Individuals with Disabilities Education Act 1997 (P.O. 105-117)
- The Federal Law dropped "Comprehensive System: to just Professional Development. (Montana was one of the only States that retained "CSPD")
- Individuals with Disabilities Education Act 2004
- 2014 Re-authorization

### CSPD

CSPD has been in existence since 1975 and has contributed to building capacity, the progress and improvement in special education and services for children with disabilities.

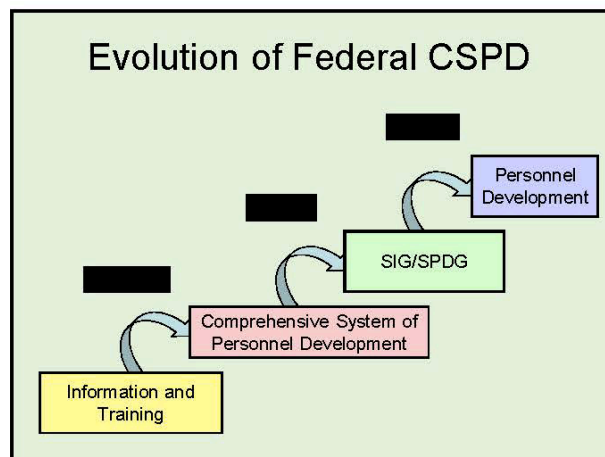
*As changes in the law, regulations, and research occurred, professional development was necessary to build capacity.*

CSPD and PD has been part of nine re-authorizations since 1975.



### Building Capacity

As special education changed over the years, professional development was key to building capacity and providing information for those implementing the law and regulations at the SEA/LA/LEA levels.





## Current Reality Hannah

- Family involvement
- Same educational civil rights
- Part C, related service, community support
- Respectful terminology
- Zero reject for public school
- FAPE/IEP/LRE
- CSPD for all relevant stakeholders



## CSPD in Montana

EHA



1993 - 2013

IDEA

## 1987 Was a Special Year

Susan Bailey-Anderson was hired by the Montana Office Of Public Instruction—Special Education.

A wise decision!



Gail Gray—State Director

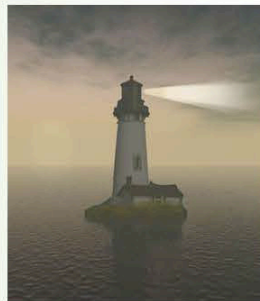


## Susan Bailey-Anderson CSPD Queen

**Visionary**  
**Intelligent**  
**Knowledgeable**  
**Positive**  
**Wise**  
**Communicator**  
**Big Picture Thinker**  
**Grew Partnerships**  
**Energetic**

## Vision

A vision is like a lighthouse that illuminates rather than limits, gives direction rather than destination.



## Montana CSPD is Born 1990

In 1990 Bob Runkel came to Susan and asked if she would lead the Montana CSPD.


What do you think?

Wow, I would love it!




**Montana CSPD**

Started with an idea (Susan) and is now a giant oak tree, producing acorns of impact and influence.



**An Idea**

**In 1993, Bob Runkel and John Copenhaver joined Susan at her house to discuss CSPD regionalization.**



**Karl Murray CSPD King**

Karl and Susan meet at various Federal CSPD meetings. It was “like” at first sight.

**Montana goes to Washington**




**Reston, Virginia National CSPD Strategic Planning (1993)**

- Susan Bailey-Anderson
- Bob Runkel
- Mike Jakupcak
- Kathleen Nerison
- Kelly Evans
- John Copenhaver

**Montana Administrative Rule**

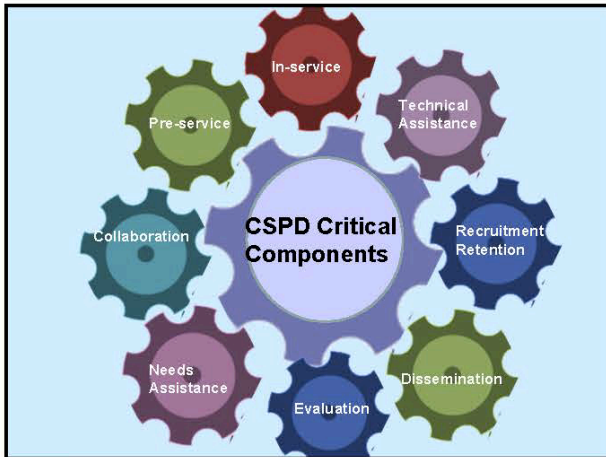
**In 1993, An Administrative Rule was added to address CSPD and regionalization.**

**CSPD System**




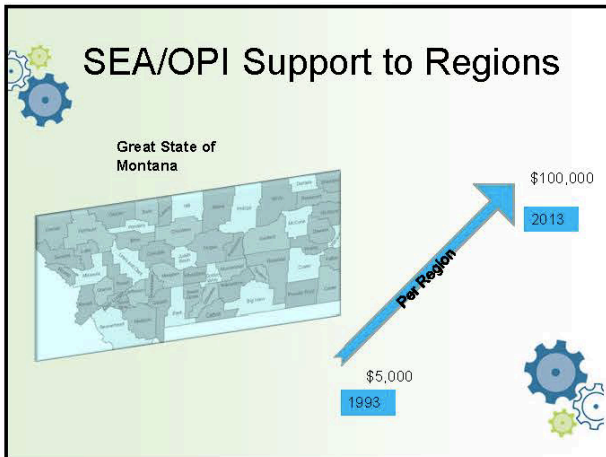
Many of the States had pieces of the CSPD system, but none had developed a “comprehensive” system that was driven by a strategic plan formulated by a group of stakeholders. (Karl Murray)





## Montana CSPD Regionalization

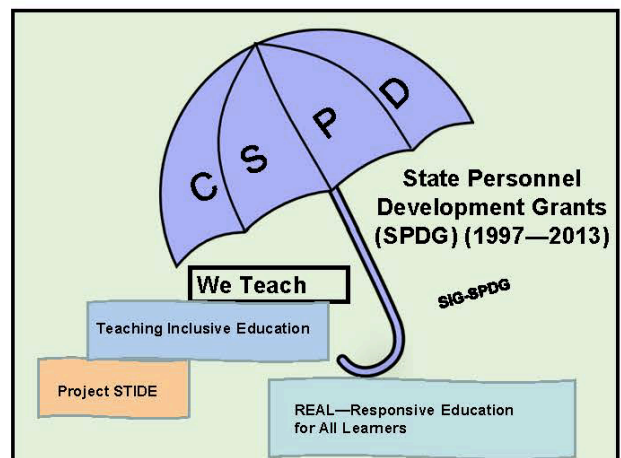
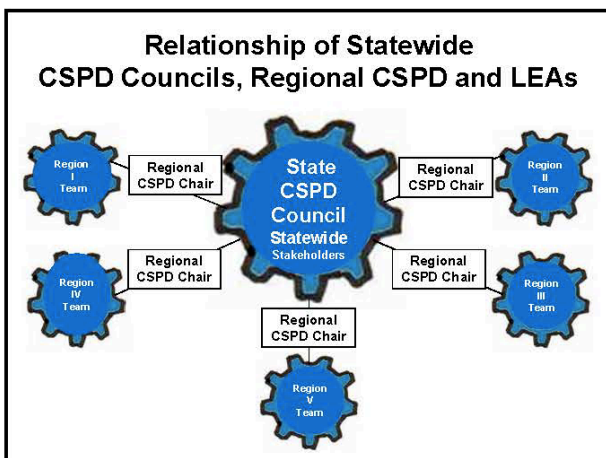
Regionalization provided a multiplying effect on personnel development and expanded partnerships across the entire State.

## State Council Chairpersons (1993—2014)

The following are key CSPD leaders that have led the way since 1993:

- Mike Jakupcak
- Kelly Evans
- Bill Johnson
- Kathleen Nerison
- Bill Woodford
- Nancy Marks
- Linda Roundy
- Sue Forest
- Marsha Sampson
- Susan Johnson
- Paula Schultz
- Karen Pickart





## Karl Murray

"During my career, I have had the opportunity to work with most States in the area of CSPD. Most States do not have a "system" of professional development. The SIG affords States the opportunity to take CSPD one step further and create/implement a true system of professional development. In order to accomplish this task, I believe it is imperative that you have one system, not two (i.e., a CSPD committee working separately from the SIG efforts)."



## Montana CSPD

The CSPD process has brought all relevant stakeholders to the same table. All the right people are on the bus in the right seat.

**CSPD has remained fluid and flexible with the changing educational environment.**

**Education for all Children!**



## CSPD Strategic Planning 1993—2013

Each year, the CSPD stakeholders have revisited and revised the CSPD strategic plan based on the current educational environment.

- Seamless System
- Cradle to College/Career



Annual Spring CSPD meeting. Recently, early childhood, general education and post-secondary have been at the table.



## Leadership Montana State Directors

- **Gail Gray** - 1980s
- **Bob Runkel** - 1990s-2000s
- **Tim Harris** - 2008-2011
- **Frank Podobnik** - Current



## Leadership and Vision have been the Key in the Past

Frank Podobnik		
Regional Chairs		
Bob Runkel	Susan Bailey-Anderson	CSPD Council Members
Gail Gray	OPI Staff	
Tim Harris	Karl Murray	

**Leadership will also be the key in the future!**

## Key External CSPD Partners

Karl Murray



Harvey Rude



NASDGE



Judy Stockhouse





## 1993-2013 National Reputation

Montana CSPD is nationally recognized as an effective system that builds capacity that leads to improved results for infants, toddlers, children, and youth with disabilities.

**SEA, LA, Vocational rehab. ,LEA, IHE, and CSPD moving in the same strategic direction.**

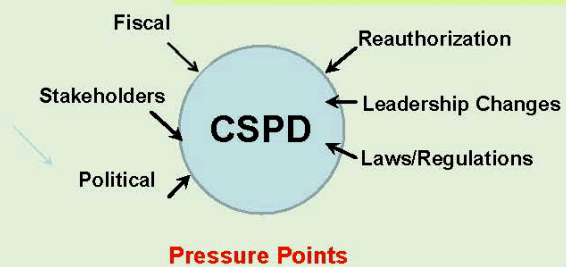


## Just Some Major Accomplishments

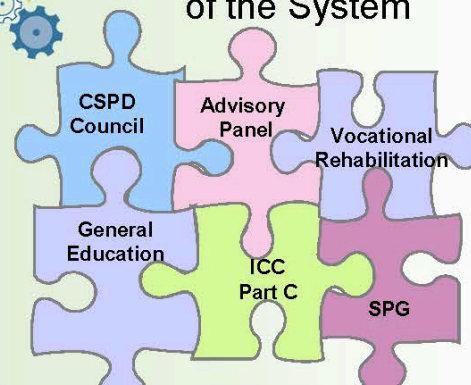
- ✓CSPD Administrative Rule
- ✓Annual CSPD Council (Strategic Planning)
- ✓Regional CSPD—Funds Provided
- ✓Paraprofessional Consortium
- ✓Montana Behavior Initiative (MBI)
- ✓Montana HEC
- ✓OSEP CEEDAR Center

## CSPD in Montana System Change

It is a rare event to sustain an effective social system over time.



## Joining Critical Elements of the System



## Montana CSPD: Looking Forward to the Future

**2013**



**2033**



**1975-2004  
CSPD and Compliance**

**2004-2013  
CSPD and SPP Indicators**

**2013 +  
CSPD and Results/SSIP and  
Research Implementation**

**Past**

**Present**

**Future**





## Montana CSPD—Future Direction

As special education moves forward, the need for a Comprehensive System of Personnel Development will become even more important. There will be a major shift from a focus on compliance/procedures to results and building capacity around research/evidence based academic/behavioral strategies.

## Results Driven Accountability (RDA)

The focus is changing from compliance to results.



Personnel development will be needed to build capacity in the results area.



## Comprehensive

The term and application of the word “comprehensive” will become even more critical as more stakeholders become involved, especially in general education, Part C, early childhood, post secondary, vocational rehabilitation, and higher education.

## Possible CSPD Impacts

- ✓ Montana Core Standards
- ✓ Results Driven Accountability
- ✓ State Performance Plan—Indicators
- ✓ State Systematic Improvement Plan (SSIP)
- ✓ Re-authorizations IDEA/ESEA
- ✓ Fiscal Impact / Sequestration

Possible Impacts



## Possible CSPD Impacts *more*

- ✓ Changes in CSPD Leadership
- ✓ MTSS/RTI
- ✓ Recruitment / Retention of Qualified Staff
- ✓ Enhanced Impact of CSPD being delivered by new technology.

Possible Impacts



## CSPD Key Sustainability Variables for Future Success

- Strong leadership
- Board stakeholder involvement
- Ongoing strategic planning process
- SEA/LA/LEA/regional focus
- Address critical personnel development areas



## Sustainability CSPD—Future

- Measure and document CSPD activities and outcomes
- Continue to get the right people on the bus and in the right seats
- Confront the brutal facts
- Leadership should set up successors for even greater success. The true measure of a leader is after they leave a position.
- Maintain consistency—know what you do best and stick with it



## Sustainability CSPD—Future

More

- 
- Enhanced use of technology to deliver CSPD
- Avoid technology fads yet be pioneers in carefully selected technologies
- Increase involvement of general education
- Use data SPP/SSIP to drive CSPD direction
- **Keep the main thing the main thing**



**Keep the Main Thing the Main Thing**



**Kids and Their  
Education**

State Specific (10/25/13) Montana 13.10.51

## Variables of the Future of Success of Montana CSPD

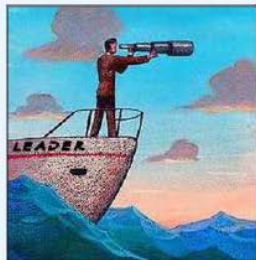


Keep the Main Thing the Main Thing

Infants, Toddler, Children and Youth with Disabilities.

1

## Visionary Leadership



2

## Montana OPI Empowerment/Support



3

## Stakeholders/Partners



- Panel / ICC
- Early Childhood
- Post Secondary

4

## CSPD Regionalization and the Alignment of State/National Focus on Results

SPP Indicators



Seeds begin to grow

5

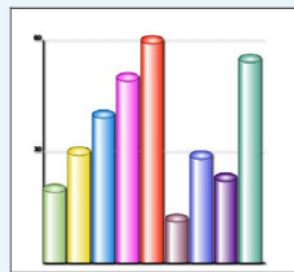
## CSPD and the State Personnel Development Grant



Proper Alignment

6

## SPP/APR/RDA/SSIP



Data Decision Making

Measure and document CSPD activities

7

## Alignment of Personnel Development with SPP Indicators and SSIP



8

## Strategic Planning



Inventing the Future

9

## Continue to Monitor the Current Educational Environment



10